

Teaching vs Learning

1



Assessment of Learning

Laura Terrill

Interpretive Mode

2

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Laura Terrill

ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

3

- ☐ Key Word Recognition (*English to Target Language*)
- ☐ Main Idea(s)
- ☐ Supporting Details
- ☐ Organizational Features
- ☐ Guessing Meaning from Context (*TL to English*)
- ☐ Inferences
- ☐ Author's Perspective
- ☐ Comparing Cultural Perspectives
- ☐ Personal Reaction to the Text

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IPA Interpretive Comprehension

Literal Comprehension

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	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension

Figurative Comprehension

5	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

Laura Terrill

Global Challenge: Consumerism

What is responsible consumerism?

6

30 de noviembre de 2012

1 día sin compras
364 de consumo responsable

NO CONFUNDAS
CALIDAD DE VIDA
CON NIVEL DE CONSUMO

Muchas personas gastan dinero que no han ganado, para comprar cosas que no quieren, para impresionar a personas que no les agradan...

Will Smith
de Will Smith

Organizan:
Z.O. Casa

¡POR FIN UN DÍA LIBRE!

MENOS MAL. EMPEZABA A ESTAR UN POCO QUEMADA

LABORAL

Laura Terrill

La adicción a las compras



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LA ADICCIÓN A LAS COMPRAS es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

Laura Terrill

Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

Key Word Recognition

8

Find the following Spanish words in the article.

- | | |
|-------------|---------------------|
| 1. impulse | 5. unplanned |
| 2. useless | 6. among the causes |
| 3. vacuum | 7. self-esteem |
| 4. tolerate | 8. necessity |

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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Main Idea

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What is the main idea of this article? Answer in English.

Strong Comprehension	10	Identifies the complete main ideas(s) of the text.
Meets Expectations	9	Identifies the key parts of the main ideas(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
No Comprehension	5	Does not provide a response.

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Supporting Details

10

Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

- ___1. Those who shop to excess often incur debt. _____
- ___2. Compulsive shoppers shop out of emotional necessity. _____
- ___3. Compulsive shoppers usually buy more and more each time. _____
- ___4. Shopping gives some people a rush of adrenaline. _____
- ___5. Compulsive shoppers have trouble dealing with frustrations and problems. _____
- ___6. Compulsive shoppers buy items that are not needed. _____

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
No Comprehension	5	Does not provide a response.

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Guessing Meaning from Context

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Based on this text, write what the following words/expressions probably mean. Give your answer in English.

- | | |
|-------------------------------------|----------------------------------|
| 1. la gratificación deriva | 4. tener un exceso |
| 2. un pensamiento irracional | 5. generar deudas |
| 3. la falta de autoestima | 6. soportar frustraciones |

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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Inferences

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Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

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Cultural Perspectives

13

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
No Comprehension	5	Does not provide a response.

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Interpretive Listening

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French



What do you know about Albam? Check all that apply.

- ___ She is a professor.
- ___ She is 24.
- ___ She does not have children.
- ___ She likes sports.
- ___ She often goes to the gym.
- ___ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

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Key Word Recognition

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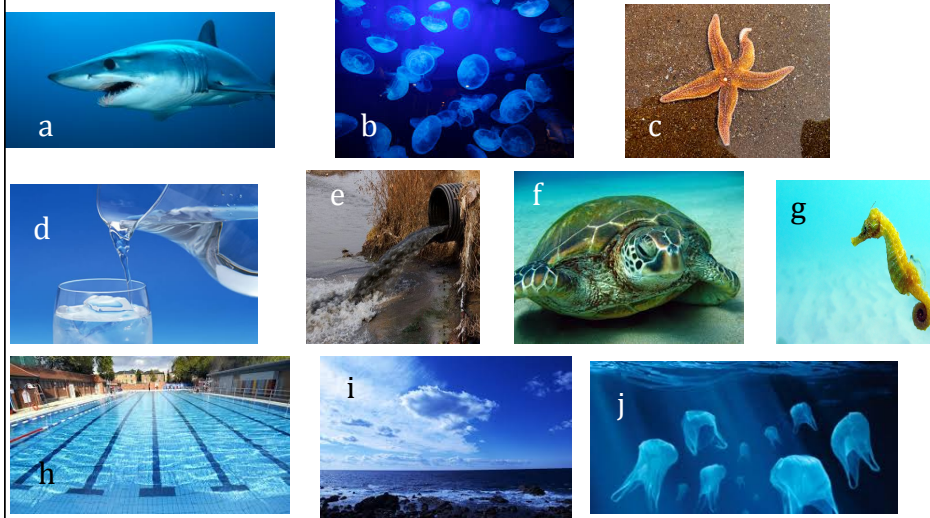
Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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Using visuals for assessment

16

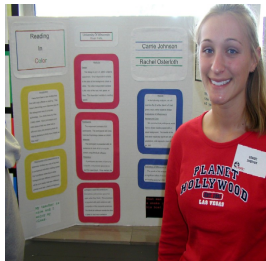


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Presentational Mode

17

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Writers consume more than they produce.

18



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

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Writing is a skill.....

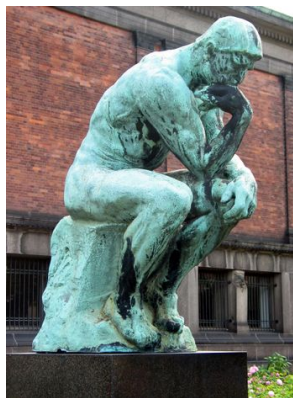
19



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Writing is Thinking

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Writing Makes Thinking Concrete

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Less is more?

21



<http://www.sixwordmemoirs.com>



<http://www.101words.org/>



<http://flashfictiononline.com/main/>

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<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

Six Word Memoirs

22



sometimes a teacher, always a learner

by in PY6 at Ajman Academy | [Comment](#) | [f](#) [t](#)



school is where you learn stuff

by Cole in Creative Writing at International Ivy | [Comment](#) | [as](#) | [f](#) [t](#)



happy pets nice family and friends

by Lian Roland in Creative Writing at International Ivy | [Comment](#) | [as](#) | [f](#) [t](#)



Why am I the only one?

by Lily S. in Creative Writing at International Ivy | [Comment](#) | [f](#) [t](#)



I caught a fish. Never mind.

by Amanda Werner in Creative Writing at International Ivy | [1 comment](#) | [as](#) | [f](#) [t](#)

Laura Terrill

Viewpoint: What makes an ideal city?

23

No idea is more elusive and tantalising than what makes the ideal city.

No idea is more elusive and tantalising than what makes the ideal city.....Yet the ideal city cannot just be a museum piece, a throw-back to the past, as enjoyable as it might be. The ideal city must be a vital, contemporary city, one that combines history with an energy and.....

We dream of a city that has a combination of history, vital cultural life, is prosperous, endowed with exciting physical features, such as great rivers, bays and harbours, mountain ranges, with at least one season with a gentle and comfortable climate. We dream of these cities as being well-managed and administered, relatively clean and absent of congestion, offering mobility, access, the capacity to partake and enjoy in urban life.

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Excerpted from: <http://www.bbc.com/news/business-13807964>

Magnet Summaries

24

Students use this strategy to identify key words. Then, they use those key words to write a summary.

city energy
culture
climate vital
clean, enjoy, life

The ideal city is clean, has high energy and provides a good climate where people can enjoy life. It is a vital place with interesting culture.

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Buehl, 2001

Food and Hunger

EQ: What is hunger?

25

BIEN MANGER, BOUGER, PROTÉGEZ VOTRE SANTÉ.

A chaque repas selon l'appétit

5 par jour Eau à volonté

5 par jour Fruits & légumes

3 par jour Produits laitiers

1 ou 2 fois par jour Céréales

La faim dans le monde

Nombre de personnes sous-alimentées, en millions

Année	Nombre de personnes sous-alimentées (millions)
2006	850
2008	925
2009	1 020

soit 1 être humain sur 6

Nombre de personnes sous-alimentées par région (en millions) :

- Asie, Pacifique : 642 millions
- Afrique subsaharienne : 265 millions
- Amérique latine, Caraïbes : 53 millions
- Moyen-Orient, Afrique du Nord : 42 millions

La faim dans le monde 2012

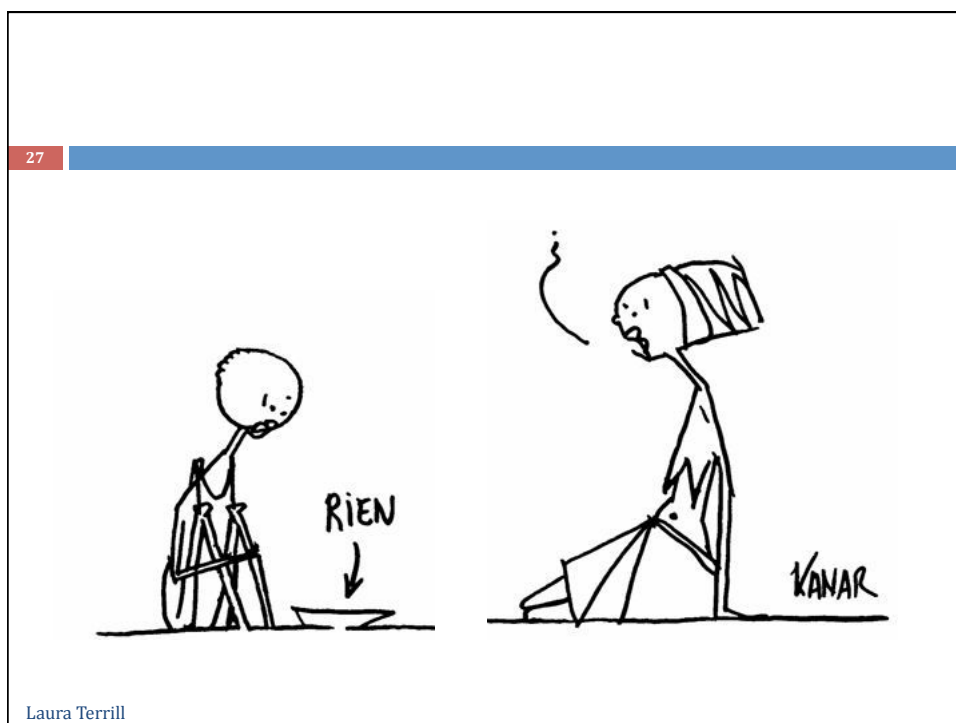
WFP Programme Alimentaire Mondial

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Teaching Grammar

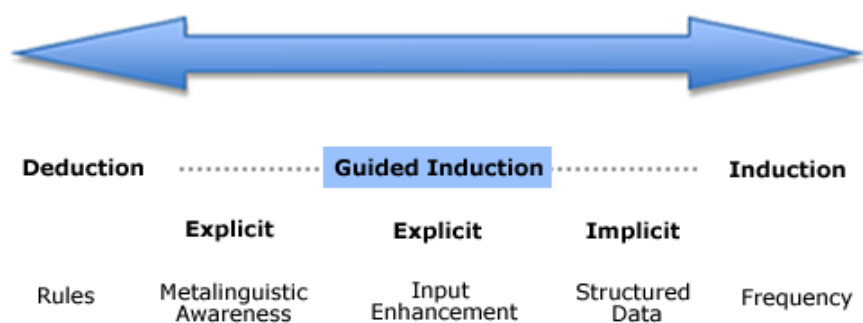
29

- **Explicit instruction** – explaining the rules of grammar
- **Implicit instruction** – acquisition of language, embedded in communicative context
- **Deductive instruction** – rules are explained
- **Inductive** – students use language, no real effort to identify patterns of grammar

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Grammar Continuum

30



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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Grammar in Context

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Presentation

A

C

E

Shrum & Glisan

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Bébé Lilly: Les bêtises

32

J'ai tout mangé le chocolat
 J'ai tout bu le cola cola
 Et comme t'étais toujours pas là
 J'ai tout vidé le Nutella
 j'ai tout démonté tes tableaux
 j'ai tout découpé tes rideaux
 Tout déchiré tes belles photos
 Que tu cachais dans ton bureau



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

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Bébé Lilly: Les bêtises

33

I ate all the chocolate
 I drank all the cola cola
 And as you were still not there
 I finished all of the Nutella
 I took down all your pictures
 I cut all your curtains
 Tore all your beautiful pictures
 That you were hiding in your desk



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

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Grammar in Context

34

Presentation

Attention

C

E

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Bébé Lilly: Les bêtises

35



J'**ai** tout **mangé** le chocolat
 J'**ai** tout **bu** le cola cola
 Et comme t'étais toujours pas là
 J'**ai** tout **vidé** le Nutella
 j'**ai** tout **démonté** tes tableaux
 j'**ai** tout **découpé** tes rideaux
 Tout déchiré tes belles photos
 Que tu cachais dans ton bureau

<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

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Grammar in Context

36

Presentation

Attention

Co-construct

E

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Passé composé

37

manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, j' _____ sur la queue de mon chat.

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Passé composé

38

manger Hier, j' **ai mangé** le chocolat.

tirer D'abord, **j'ai tiré** sur la queue de mon chat.

frapper Puis, _____ mon frère.

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Passé composé

39

- manger* Hier, j' **ai mangé** le chocolat.
- tirer* D'abord, **j'ai tiré** sur la queue de mon chat.
- frapper* Puis, **j'ai frappé** mon frère.
- oublier* Aussi, _____ mes devoirs.

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Passé composé

40

- manger* Hier, j' **ai mangé** le chocolat.
- tirer* D'abord, **j'ai tiré** sur la queue de mon chat.
- frapper* Puis, **j'ai frappé** mon frère.
- oublier* Aussi, **j'ai oublié** mes devoirs.
- jurer* Enfin, _____ à mon père et il m'a grondé.

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Passé composé

41

- manger* Hier, j' **ai mangé** le chocolat.
- tirer* D'abord, j' **ai tiré** sur la queue de mon chat.
- frapper* Puis, j' **ai frappé** mon frère.
- oublier* Aussi, j' **ai oublié** mes devoirs.
- jurer* Enfin, j' **ai juré** à mon père et il m'a grondé.

What is the rule? How would you explain how to speak and write in the past?

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Grammar in Context

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- P**resentation
- A**ttention
- C**o-construct
- E**xtend

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Conventions

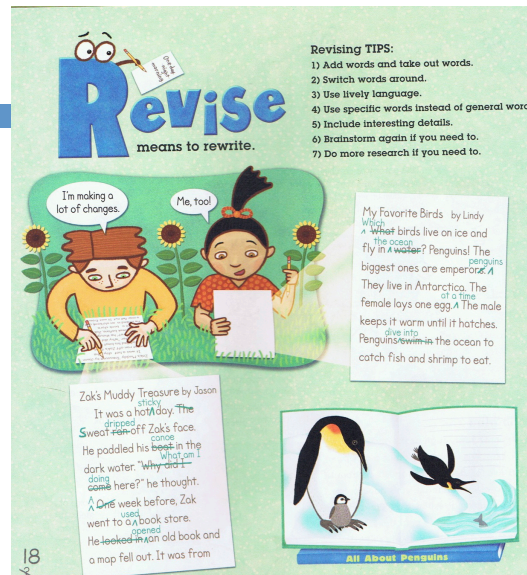
43

Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

“It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create.”

--Culham

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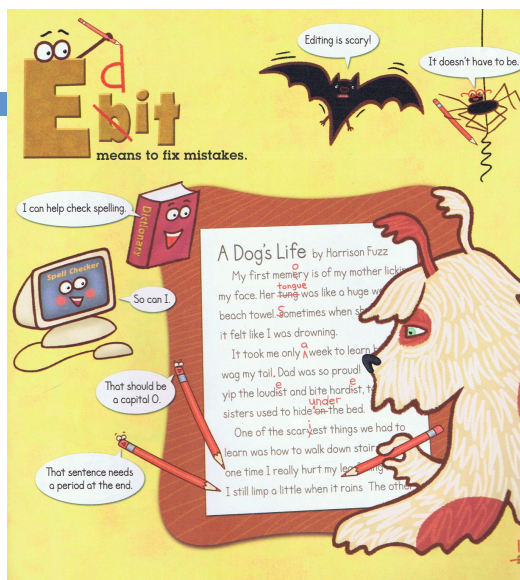
Look at My Book — How Kids Can Write &
Illustrate Terrific Books
Loreen Leedy

Fat Drafting — Build up a text before revising it. *Acts of Revision: A Guide for Writers*, Wendy Bishop

45

- ❑ Mark the “center of gravity sentence” from each paragraph, the sentence that seems “core, crucial, provocative, evocative, and so on”. List these sentences somewhere else and write more about each one.
- ❑ Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- ❑ Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- ❑ Circle five important or thought provoking words in the text. Freewrite on each one. The same can be done with sentences or quotations.
- ❑ Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

Laura Terrill

adapted from *Strategic Writing*, Deborah Dean

Laura Terrill

*Look at My Book — How Kids Can Write &
Illustrate Terrific Books*
Loreen Leedy

Composition Correction Reference Sheet

47

The error chart lists codes for your writing errors. You will use the codes and the samples provided to assess and correct the mistakes that you made in your composition.

Code	Explanation	Sample
1. sp	Spelling mistake	^{sp} J'aime bein (bien)
2. s/v	Subject and verb need to agree	^{s/v} Où est-ce que tu habite? (habites)
3. n	Noun / adjective agreement	ⁿ J'adore le petite chien noir. (petit)
4. m	Mood – use indicative or subjunctive correctly	^m Il faut que tu fais tes devoirs. (fasses)

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Composition Correction Chart

48

Use this chart to keep track of the number and type of errors that you made in each composition. Your goal is to continue to reduce the number of errors that you make in each category.

Devoir	1	2	3	4	5	6	7	8	9	10
Titre										
1. sp										
2. s/v										
3. n										
4. m										

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Living in the City

EQ: What is the ideal city?

49



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Performance Tasks

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

50

Presentation Mode

"On Demand"

Comment on your perspective about living in a city. Explain your choice for the ideal place to live. Explain what you like and don't like about where you live. Compare where you live to a city in the target culture. In what ways are they different or similar in terms of life style?

Project-based

Your class is planning a trip to (country). You are tasked with creating an itinerary that will allow first-time visitors to expand their global perspective. Work with your group to nominate a city that should be on the itinerary. Create a digital presentation that suggests a city to visit and explains what there is to do there and why it is a good place to visit.

What is the ideal city?

Laura Terrill

Presentational Rubric

51	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.
Laura Terrill				

Presentational Rubric, part 2

52	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.
Laura Terrill				

Interpersonal Mode

53

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Living in the City

EQ: What is the ideal city?

54



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Living in the City

What is the ideal city?



Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

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Home and Shelter

EQ: Why does everyone need a place to call home?

56



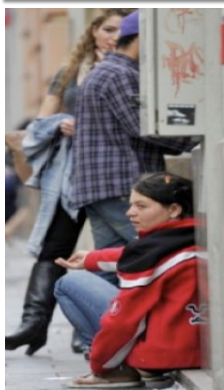
house hunters
INTERNATIONAL
BEST OF FRANCE

Global Challenges: Home and Shelter

EQ: Why does everyone need a place to call home?

57

Structured Debate



<http://1jour1actu.com/debat/>

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Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

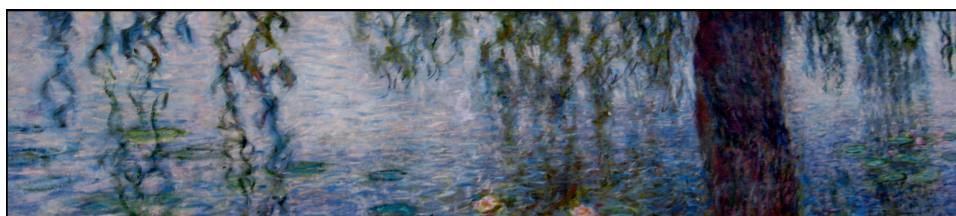
- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
58 How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.



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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>